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ABSTRACT

This description of Austin Community College (ACC), Texas, offers an overview of the development of the college and its service area; strategies for promoting academic quality, improving institutional management, and achieving fiscal stability; ACC's mission statement; and assumptions concerning ACC's growth and self-sufficiency. In tracing the historical development of ACC and surrounding counties, the report looks at growth in population and enrollment, the expansion of facilities, and legislative actions that have affected ACC. Next, the report highlights college activities to enhance academic quality, including faculty forums and workshops, a survey investigating the academic organization of other community colleges, and the establishment of an instructional program review committee and program advisory committees. The next section briefly describes features of institutional management at ACC, focusing on the roles of division chairpersons and lay advisory committees, policy and procedures manuals, student participation in governance, functional units within the college, the recent creation of a committee on planning, and a community charrette on the future of the college. The strategies used by ACC to achieve fiscal stability are reviewed, and ACC's mission statement is presented. Information is given on institutional governance, control, and affiliation; a profile is drawn of ACC's student body and changes in student characteristics; and a list of ACC's instructional program is presented. The report, in addition, discusses assumptions held by the college concerning the stability of demographic and enrollment trends and the stability of financial resources, and opportunities for cooperation in the surrounding community. (ALB)

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Austin Community College

an institutional narrative

Spring 1989

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Austin Community College

an institutional narrative

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INSTITUTIONAL NARRATIVE

Historical Development of Service Area

Austin Community College (ACC) was established in December of 1972 by voters of the Austin Independent School District (AISD). In the fall of 1973, ACC registered 2,363 students. The AISD Board of Trustees served as ACC's Board of Trustees since the College shared the district's boundaries. The College's service area, however, as defined by the Texas Higher Education Coordinating Board, includes the counties contiguous to Travis county in which ACC is located. Table 1 shows the population growth of ACC's service area. Presently, the College offers courses at part-time facilities in Williamson and Bastrop counties and began course offerings in Hays county during the fall 1988 semester.

TABLE 1
Austin Community College Service Area[1]

County	1980 Population[2]	1986 Population[3]	1990 Population[3]	Square Miles[4]
Bastrop	24,726	34,974	44,471	895
Blanco	4,681	5,732	6,599	714
Burnet	17,803	23,425	28,075	994
Caldwell	23,637	27,738	30,941	546
Hays	40,594	62,022	82,613	678
Travis	419,573	543,608	648,759	989
Williamson	76,521	124,139	173,694	1,137
TOTALS	**607,535**	**821,638**	**1,015,152**	**5,953**

[1]Austin Community College may not establish a campus outside its legal district, which includes the Austin and Leander Independent School Districts. However, the college may offer vocational-technical and college preparatory courses at the freahman and sophomore levels at the specific locations in the counties contiguous to Travis county, if prior approval is given by the Texas Higher Education Coordinating Board.

[2]U.S. Bureau of the Census, Final 1980 Census Report

[3]Capital Area Planning Council

[4]Texas Almanac, 1986-87

In 1978, ACC was fully accredited by the Southern Association of Colleges and Schools (SACS) as a public two-year community college. ACC's enrollment had increased more than 250% reflecting a college credit enrollment of 9,128 and a total headcount of 13,481.

On March 1, 1982, the joint AISD/ACC Board, following the guidelines of the Texas Education Code, established a separate governing board of trustees, consisting of nine appointed members. The first Board of Trustees election was held during spring 1984, for three of the nine positions. An election was held during spring 1988 for the last of the three positions which remain of the appointed Board.

On November 5th, 1985, the citizens of Leander Independent School District voted by 83% to become part of the College's district. Also in 1985, a Legislative Appropriations Bill was passed which states:

> *"It is the intent of the Legislature that all public junior colleges receiving state appropriations shall initiate procedures necessary to secure ad valorem revenues sufficient to supplement the funding of the district by August 31, 1987."*

ACC held a successful tax base election, winning by 54.2 percent on March 15, 1986. The College's tax rate is the lowest in the State, however, less than half the average rate for other community colleges.

During its sixteen years, ACC has grown from one campus (Ridgeview, 1973) to well over 80 teaching sites (see Figure 1 on page 4 showing 34 sites). The Skill Center, the primary teaching site for vocational block-time programs, was added in 1974 and the Rio Grande Campus at which more than 9,100 students are enrolled was opened in 1975. The Riverside Campus, which is presently an Allied Health facility, was purchased in January 1984. ACC began the Fall of 1986 with a growth rate of 4.5% with plans for the continued growth of the College by preparing for the opening of full-time teaching facilities at 620 Oaks in Leander and Rutherford Plaza in northeast Austin at the start of the

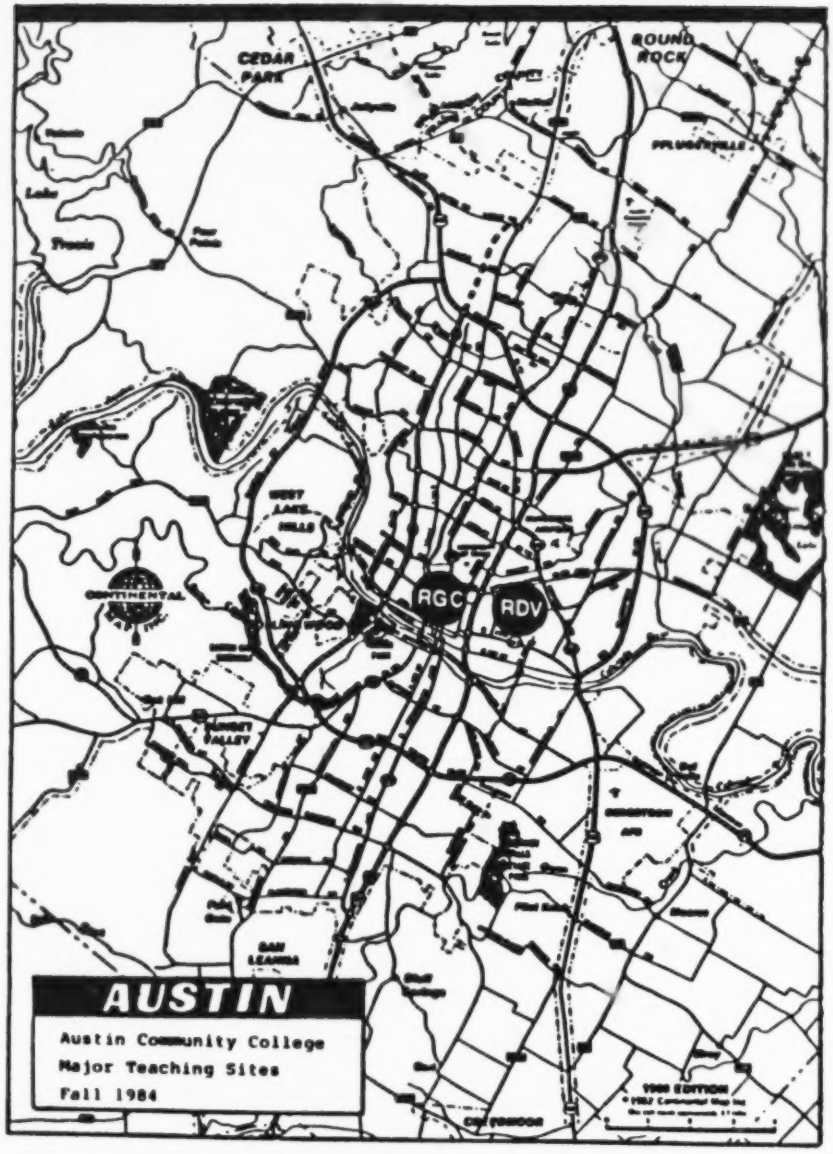
Spring 1987 Semester. At this same time, the Board adopted a seven-year facilities plan that included a full-time teaching facility in each of Austin's quadrants and one in Leander. Construction has begun on the northwest site to be known as Northridge Campus which is scheduled to open in June 1989; construction on the Riverside Campus, which will be a full-service facility located in the southeast quadrant, began in June 1988. A full-time teaching facility in leased quarters opened during the fall 1988 semester in the southwest quadrant of the city (see Figure 2 on page 5).

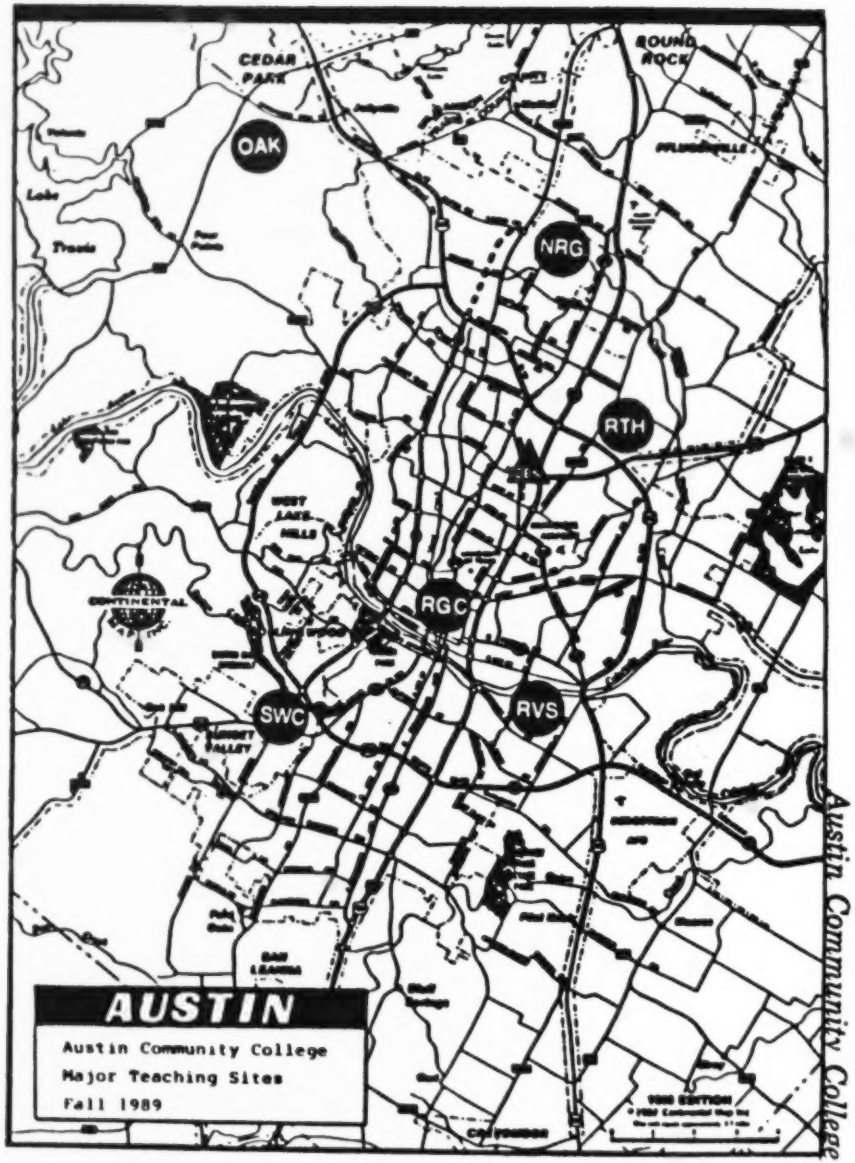
Two recent events will have a long-range impact on ACC's service area: (1) the Governor's Task Force on Vocational Education (January, 1988) and the State's Master Plan for Vocational Education (January, 1987) have called for implementation of regional planning for vocational education and occupational training and (2) the Texas Higher Education Coordinating Board ruled that Williamson County, which lies within ACC's service area, could not establish its own community college district. These two factors have given impetus to the College's plans for expansion but have also created a need for examining the College's role and mission in serving citizens residing outside of Travis county.

ACC's current President, Dr. Dan Angel, took office January 1, 1985. Dr. Angel's arrival brought a measure of stability and an almost entirely new administrative team. Of the 12 member Cabinet chaired by the President, seven were named to their positions by Dr. Angel upon completion of several national personnel searches. ACC's successful tax base election in 1986 brought financial stability to the College's internal environment.

Since March of 1986, attention, time and energy have focused on planning the facilities needed to match the College's tremendous growth. While Texas' colleges and universities have maintained an average of 75 square feet per student in terms of facility space, ACC had fallen below 20 square feet per student.

TEACHING SITES


CEDAR PARK
ROUND ROCK
RGC
RDV
AUSTIN
Austin Community College
Major Teaching Sites
Fall 1984


CEDAR PARK
ROUND ROCK
OAK
NRG
RTH
RGC
SWC
RVS
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INSTITUTIONAL STRATEGIES

Academic Quality

ACC, along with other Texas colleges and universities, is faced with a number of important issues raised by the public, the accrediting institutions, and the legislature. Among these are mandatory assessment, placement, and advising (required by House Bill 2182); the general education core curriculum; and writing-across-the-curriculum.

1. Three Faculty Forums, sponsored by the Academic Council and focusing on academic issues, were presented for faculty participation during the spring 1988 semester. At the end of each Forum, specific tasks or charges were made leading participants to hold further discussions for recommendations to be made through the Instructional Task Forces (advisory committees).

   The Faculty Forums permitted all faculty to examine these issues so that educational priorities can be delineated. The Forums have given the Academic Council an opportunity to be proactive in identifying issues and priorities, and to work with a larger group of faculty than it was previously able to reach.

2. In addition to the Faculty Forums, Dr. George Keller, a national planning consultant, has conducted a one-day workshop for the Cabinet and a weekend retreat for Board members on strategic planning. ACC's long-range strategic planning efforts involve a committee referred to as "ACC 2000". The College has been awarded a planning grant to assist in this activity. Recently, Drs. Arthur Cohn and Florence Brawer have visited ACC and addressed academic affairs administrators to inform the latter on national trends and issues. ACC "2000" Strategic Planning Celebrity Series speakers included: Dr. Carl Kuttler, Dr. Peter Hirsch, Dr. George Baker, Dr. James Catanzaro, Mr. David Viar, Dr. Richard McDowell, Dr. George

Vaughan, Dr. Judith Eaton, Dr. Robert Atwell, Dr. Max Tadlock, Dr. Richard Greenfield, and Dr. Paul Eslner.

3. The Academic Council is comprised of:

   Associate Vice-President for Academic Affairs (chair)

   Vice-President for Community Resources and Services

   Vice-President for Student and Personnel Services

   Assistant Vice-President for Instruction

   Dean, Rio Grande Campus

   Dean, Northridge Campus

   Dean, Riverside Campus

   Director of Learning Resource Services

   The President's Cabinet, illustration in Figure 4 on page 13, provides information and makes recommendations to the President on the total operations of the College. The Academic Council is the vehicle by which instructional programs and their related support services are planned, administered and evaluated. Figure 3 shows the organizational flow chart for academic affairs recommendations.

4. In the Fall of 1986 the College undertook a survey of other colleges to determine structure, size, and other components of academic organization. For over a year ACC has been working on faculty evaluation, staffing, definitions of our various facilities, program review, task forces, organization, staff development, and long-range planning. The faculty and Division Chairs have been involved to varying degrees in all of these activities. Upon completion of the organizational survey, and the near completion of most of the other projects listed above, the Academic Council asked the Division Chairs to submit their plan for reorganization of their division, and the College, using a framework of an austere budget. The summarized results of that input are:

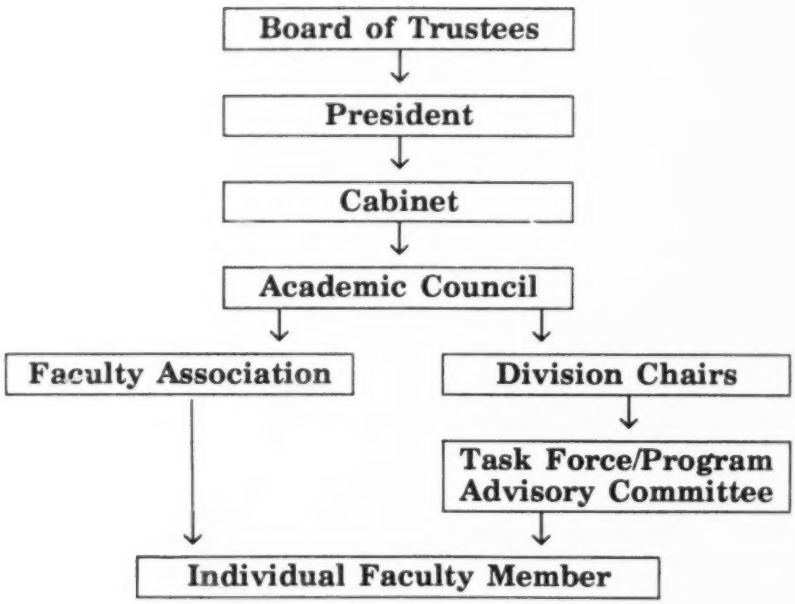


Figure 3

Organizational Flow Chart of Academic Affairs Recommendations

a. to retain the concept of division chairpersons responsible to a Campus Dean at the three College Campuses — Northridge (including the Rutherford Center), Rio Grande (includes liaisons with University, Austin Recreation Center, and Zachary Scott Theatre) and Riverside (including the Southwest Center).

b. to redistribute Off-Campus sites among the three campuses for purposes of scheduling, hiring, and evaluating instructors. Those Off-Campus facilities to the north of Austin's 45th Street would be handled by the Northridge Campus; those to the south of this street would be handled by the Riverside Campus. Rio Grande Campus, because of its size, would have few off-campus responsibilities. This action was important to equalizing the workloads of Division Chairpersons.

c. to expand the Adult Basic and Continuing Education programs by offering classes at each of the three Campuses and two Centers in addition to their numerous community-based sites.

5. In response to the legislative change placing Texas community colleges under the responsibility of the Texas Higher Education Coordinating Board instead of the Texas Education Agency, and in preparation for future changes in rules and policies, ACC established an Instructional Program Review Committee. This committee reviewed instructional evaluation instruments and plans used by other community colleges. It developed a criteria for the components to be included in the instructional program review and used this criteria to develop an instrument for evaluating both Arts & Sciences and Voc-Tech programs. The plan calls for instructional programs to be reviewed once every five years. Components included in the review process are:

a. Curriculum;

b. Faculty (number, qualifications, experience, etc.);

c. Faculty Development;

d. Faculty Support Services;

e. Program Advisory Committee/Task Force Involvement;

f. Program follow-up;

g. Program Resources;

h. Use of College Resources;

i. Safety;

j. Student Records;

k. Fair Practice;

l. Program Uniqueness;

m. Cost Effectiveness (fiscal budgets, income generated, operating cost, etc.).

6. Program Advisory Committees (for Voc-Tech programs) and Task Forces (for Arts & Sciences programs) serve as a recommending body for college-wide coordination of the departmental curriculum. They also serve to give full recognition to the professional status and role of the teaching faculty by encouraging their participation in departmental matters and to insure that ACC has a consistent instructional program throughout the District. Responsibilities include:

   a. Gathering and sharing information about current developments in the fields;

   b. Reviewing course materials (which include clearly stated student goals, procedures, and methods to help ensure student success) and recommending changes as needed;

   c. Reviewing instructional materials, including texts, to ensure that adequate materials are available to students, and recommending changes as needed;

   d. Recommending changes in the curriculum and/or new course offerings;

e. Assisting in planning and evaluating the effectiveness of the program design;

f. Recommending needed physical facilities and support services (learning resources, student services, counseling, etc.) for the program;

g. Recommending standardized instruction in such college-wide areas as curriculum, safety, etc.;

h. Addressing other issues that pertain to the delivery of quality instruction;

i. Recommending audio-visual material production and acquisition and library use instruction plans;

j. Reviewing of institutional Mini Grant proposals.

Institutional Management

1. Division Chairpersons serve as the organizational link between ACC's faculty and administration. They oversee and manage instruction for a particular discipline or set of disciplines and schedule classes, initiate the employment of part-time faculty, and convene interview committees for the hiring of full-time faculty. Division Chairpersons on each campus meet regularly with the respective Campus Dean. All Division Chairpersons meet college-wide once a month with instructional administrators (Associate Vice-President for Academic Affairs, Assistant Vice-President for Instruction, and the Campus Deans).
2. Lay advisory committees are used by the College faculty and staff in the identification, development, and evaluation of College programs. In accordance with Board policy, such committees serve without pay under procedures and regulations prescribed by the College administration, which advises the Board upon the formation of such committees.
3. The basic administrative, instructional, student, and other policies and procedures contained in the ACC Manual of Policy and Manual of

Procedures serve as the source for information in the Faculty Handbook, the Student Handbook, and other College handbooks. In all matters which may conflict, the official ACC Manual of Policy and Manual of Procedures take precedence. Basic policies presented in such publications are common to all campuses, centers, and other College locations, as it is incumbent upon the administration to operate as a single college.

4. Students at ACC do not participate in a student government organization, but instead present their concerns via the Faculty Association and the Academic Council. Students may also express their opinion and concerns directly to the Board of Trustees either during regularly scheduled Board meetings or by correspondence.
5. The five functional units within the College (Academic Affairs, Community Resources and Services, Finance and Administration, Planning and Development, and Student and Personnel Services) are directly involved in the planning process. The Vice-President of each of these areas serves on the President's Cabinet, the primary internal planning group. Figure 4 on page 13 shows the administrative organization of the College.
6. During the Fall 1988 semester, Dr. Dan Angel named a 55-member committee comprising faculty, staff, and administrators to serve as planning team members for "ACC 2000", the College's strategic planning process. The president's Cabinet, chaired by Dr. Angel, has served as the steering committee for "ACC 2000". A Cabinet member has chaired each of the nine (9) committees which are composed of six (6) planning team members. The designated committees are:
   a. Institutional Purpose;
   b. Interagency and Community Relations;
   c. Student Support Services;
   d. Demographics and Physical Resources;
   e. Financial Resources;

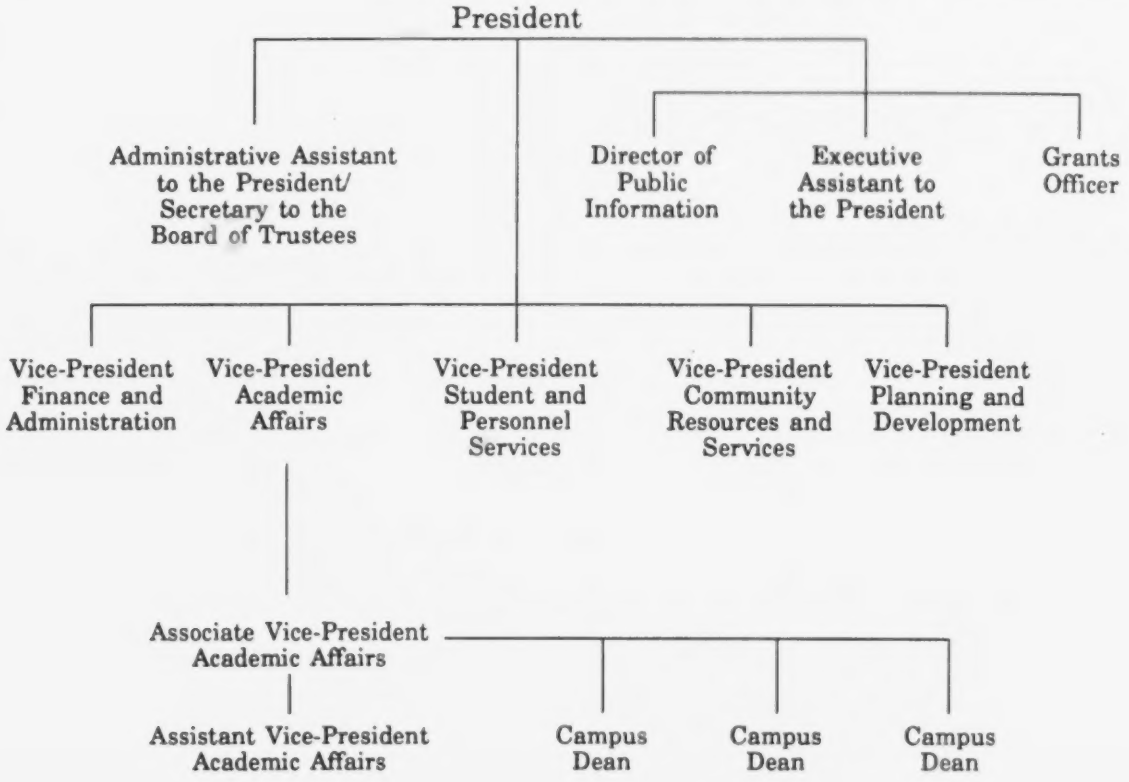


Figure 4

Organizational Structure of President's Cabinet

f. Adult Basic, Continuing Education, and Economic Development;

g. Educational Programs and Effectiveness;

h. Human Resources.

This strategic planning process has provided the structure for a report, "ACC 2000", which will serve as a basis for program development and as a guide for ACC's future direction.

7. As part of ACC's planning grant activities, Dr. Max Tadlock — president of the Tadlock Group (a professional services organization) — led a community charrette, a day long discussion session attended by a number of community leaders, college personnel, and members of the Board of Trustees. The basis for ACC's planning process has been the belief that programs and facilities must be matched to the community's needs while taking into account the economic outlook and financial resources available in the foreseeable future. The community charrette allowed for those not so familiar with the College (community) to meet and discuss their views on future directions with those intimately familiar with the College and its operations (College faculty, administrators, staff, trustees). That the two groups met, discussed issues, and formulated recommendations for action has been a major strategy of institutional management.

Fiscal Stability

1. In January, 1985, the ACC district was in a state of flux. Its Board of Trustees was disagreeing publicly, instances of internal mismanagement had occurred, facilities were overcrowded and deteriorating rapidly, channels of communication were non-existent, and a financial catastrophe loomed on the horizon. ACC's very survival was in question. Within a year of his arrival, Dr. Angel was able to garner a 9-0 vote from the ACC Board of Trustees to undertake a tax-base election. Dr. Angel, in concert

with the Board of Trustees and ACC's employees, secured a $10 million annual tax base.

2. Dr. Angel was appointed by the Texas Higher Education Coordinating Board to serve as chairman of an 11-member committee charged with reviewing its annexation policy. After six months of study, the committee wrote a 30-page report. The recommendations contained in the report have been placed before the state's legislature for enactment into law. If passed, the state's community college system will be altered dramatically. The law will provide for consistency and equity in the manner in which school districts are annexed into community college districts. Its passage will facilitate expansion of the ACC district, translating into additional revenues for the College.
3. ACC's Business and Technology Center was organized in 1985. Apprentice training, business development seminars, and industrial-technical non-credit courses are taught either at the Center or at worksites. The Center's staff work closely with the area's Chambers of Commerce and other economic development organizations. Currently, the Center has contracts for skills upgrading and training courses for IBM and Southwestern Bell Telephone employees whose jobs are being phased out and for electronic assembly training for homeless individuals identified by a non-profit organization.
4. The College has moved from a reactive to a pro-active stance concerning resource development. Dr. Angel named a staff member to serve as Grants Officer. The result has been that grant requests are channeled to the Grants Officer making the paper and information flow run smoothly. Resource development has become targeted rather than a shotgun approach. A second result has been the Title III Planning Grant award mentioned previously. Because the College is so geographically distant, learning the needs of departments/programs at each Campus as well as those at other teaching facilities was particularly difficult to accomplish. The Planning

Grant has allowed us to bring together faculty, staff, and administrators from the various locations to take inventory of our many and diverse needs. Discussions on the development of an ACC foundation have been held. Mr. Ed Tronaas, Executive Vice-President of Citrus College (California), presented a "Celebrity Series" seminar on his community college's foundation, its development and activities. These discussions have energized faculty and staff to begin planning for the establishment of a foundation which the Board of Trustess has authorized Dr. Angel to pursue.

5. The College has recently centralized several of its administrative offices to one location. Mail Service, Central Receiving, the Learning Resource Center's (LRS) Technical Services, the Business and Technology Center, and Media Services have been relocated to the District Administrative Office. This consolidation has freed up space which has now been converted into classrooms, generating over $1 million annually.

6. The College is moving from a landlord-tenant relationship to one of owner. During the College's early years, ACC leased from the Austin Independent School District two of the latter's old high school buildings. Upon attainment of local taxing authority, ACC's Board of Trustees purchased what was then a municipal golf course. This coming fall, a full service campus will open its doors on that same site. Remarkably, however, the new Northridge Campus will have opened in northwest Austin barely three months earlier. These two campuses will then replace the Ridgeview Campus (the College's first campus and also one of the two leased high school facilities). More recently, the Board of Trustees approved the purchase of the Skill Center which has been the leased facility where vocational block-time programs have been taught.

MISSION STATEMENT

ACC operates on the belief that open access to quality post-secondary educational experiences is vital in a rapidly changing democratic society. Therefore, the College exists to provide such educational opportunities to all the people of the Austin, Texas, area. Hence, ACC maintains an "open door" admissions policy, offers a comprehensive variety of post-secondary educational programs, and actively seeks to eliminate barriers in the educational process:

1. Technical programs up to two years in length leading to associate degrees or certificates;
2. Vocational programs leading directly to employment in semi-skilled and skilled occupations;
3. Freshman and sophomore courses in arts and sciences;
4. Continuing adult education for occupational or cultural upgrading;
5. Compensatory educational programs designed to fulfill the commitment of an admission policy allowing the enrollment of disadvantaged students;
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals; and
7. Such other purposes as may be prescribed by the Texas Higher Education Coordinating Board, or local governing boards in the best interest of post-secondary education in Texas.

ACC offers the following types of programs, services, and instruction to fulfill its purpose and to satisfy state law for public junior and community colleges:

1. Student-centered instruction that seeks to aid students in their educational endeavors while demanding quality performance,
2. Vocational and technical programs of varying lengths leading to certificates or degrees,

3. Freshman and sophomore-level academic courses leading to an associate degree or serving as the base of a baccalaureate degree program at a four-year institution,
4. Continuing adult education for academic, occupational, professional, and cultural enhancement,
5. Special instructional programs and tutorial services to assist under-prepared students and others who wish special assistance to achieve their educational goals,
6. A continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals,
7. A program of library, media, and testing services to support instruction.

ACC is committed to the belief that in a free and democratic society, all persons should have a continuing opportunity to develop skills and knowledge as well as to enhance their understanding of the responsibilities in that society. The College takes as its guiding educational principle the proposition that, insofar as available resources permit, instruction should be adapted to student needs. This principle requires both flexibility in instructional strategies and maintenance of high academic standards. The implementation of this philosophy implies the following:

1. Pre-assessment measures, where appropriate, so that students can be advised to enroll in courses at their present skill level;
2. Statement of course objectives and standards so that the student is aware of the requirements for successful completion of the course;
3. Recognition that the responsibility for learning rests with both the student and the instructor; therefore, where appropriate, students may participate with the instructor in planning their progress through a course and in exercising some choice among learning objectives and activities, as determined by the instructor;

4. Repeated opportunities, where appropriate, for the student to achieve the course objectives;
5. Use of student evaluations to improve or revise learning objectives and activities;
6. Substantial consistency of objectives and standards for all sections of the same course, wherever that course may be offered by the College; and
7. Design of courses appropriate to the diverse backgrounds of community college students.

Level, Control of the Institution, and Affiliation

ACC is governed by a nine-member Board of Trustees, each of whom is elected to a staggered six-year term of office. Three Board members are elected every two years by the voters of the Austin and Leander Independent School Districts.

The Board of Trustees has the responsibility of formulating broad public policy in community college education for the Capital Area of Texas. It functions as the policy-making body charged with the governance and control of ACC. The Board must be sensitive to the hopes and ambitions of the community and be able to adapt readily to community needs. The formulation and adoption of written policy is the basic method by which the Board exercises its leadership in the operation of the College. The Board delegates to the President of the College the function of specifying required actions and designing the detailed arrangements under which the College will be operated. The Board maintains continuous supervision of the College through the study and evaluation of reports concerning implementation of its policies.

The Board of Trustees of the ACC District acknowledges the purposes, powers, and duties of the Texas Higher Education Coordinating Board as defined by the laws of the State of Texas, and supports the policies and procedures of this regulatory agency.

Within the framework of policies adopted by the Board, the College President exercises broad authority in carrying out responsibilities of the position.

The faculty of an institution of higher education is an integral and essential part of the decision-making process of such an institution. Because faculty members are directly concerned with student learning, they have a unique perspective to contribute to the overall decision-making process of the College. This faculty perspective is valuable to an institution which is committed to student learning. It is in a spirit of collegiality that the full-time faculty of ACC (through its Association) works together with the Administration and the Board of Trustees to achieve an educational environment of the highest quality.

Essential to the achievement of this goal is open and timely communication among the Association, the College President, and the Board. The officers of the Association and the President of the College meet regularly to keep each other abreast of issues and concerns facing the College, the faculty, the students, and the Board. The Administration and the Association confer on all matters of substance affecting faculty or students and in the writing of policies and procedures. The faculty, through its Association, may recommend new or revised policies or procedures to the Administration and the Administration reviews such policies and procedures with the faculty before final determination.

ACC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award at Level I — the Associate Degree. The College is approved by the Texas Higher Education Agency. It is a member of the American Association of Community and Junior Colleges, the Association of Texas Colleges and Universities, and the Texas Public Community/Junior College Association.

Several of the nursing and allied health programs are subject to national accreditation agency requirements

Primary Audience Served

ACC is located in Austin, the capital of Texas. Austin's population is 481,000 with an ethnic mix of 74% white, 17% Hispanic, and 9% black (Austin Chamber of Commerce, 1986). ACC's students reflect the composition of the city: 76% white, 13% Hispanic, and 6% black. The majority of its students fit into two age categories: 17-22 (42%) and 23-30 (35%); 50% of the city's residents are between 18-34 years of age. Like the city's population, 52% of ACC's students are female and 48% are male. The overwhelming majority (80%) attend classes part-time (Planning and Development Office, ACC). Further, 80% of ACC's students are employed, indicating that many cannot afford to enroll in a postsecondary institution and not work.

Table 2 shows student characteristics in terms of age and gender. ACC's students tend to be younger (26 years) and have a lower percentage of female students (52%) than the national average. Concurrently, enrollment trends indicate an increase in enrollment during the day only rather than evening only schedule.

TABLE 2
ACC Student Enrollment Growth Comparison
by Age, Gender, and Day & Evening Programs

	Fall 1984	Fall 1985	Fall 1986	Fall 1987	Fall 1988
AGE					
17-22	7,459	7,353	7,673	8,103	8,681
% of Total	41.9%	41.9%	41.8%	40.7%	40.6%
23-30	6,331	6,216	6,417	6,983	7,248
% of Total	35.5%	35.4%	35.0%	35.1%	33.9%
31-40	2,752	2,876	3,070	3,467	3,870
% of Total	15.5%	16.4%	16.7%	17.4%	18.1%
41-Up	1,265	1,104	1,180	1,352	1,579
% of Total	7.1%	6.3%	6.4%	6.8%	7.3%
GENDER					
Male	8,604	8,409	8,958	9,544	10,206
% of Total	48.3%	47.9%	48.8%	47.9%	47.7%
Female	9,203	9,140	9,382	10,361	11,172
% of Total	51.7%	52.1%	51.2%	52.1%	52.3%
DAY AND EVENING					
Day Only Students	6,636	7,150	7,970	9,419	10,071
% of Total	37.3%	40.7%	43.5%	47.3%	51.8%
Day and Evening Students	4,176	3,795	3,871	4,045	4,541
% of Total	23.4%	21.6%	21.1%	20.3%	21.2%
Evening Only Students	6,995	6,604	6,499	6,441	5,766
% of Total	39.3%	37.6%	35.4%	32.4%	27.0%
Total Students Enrolled	17,807	17,549	18,340	19,905	21,378

Since 1983, student enrollment has grown by 22%, from 16,674 to 21,378. Overall, minority students represent 26% of the total enrollment. However, the growth among minority student enrollments since 1983 has reflected 29% of the total growth (see Table 3).

TABLE 3
Comparison by Ethnic Group of Student Enrollment for 1983 and 1987

Ethnicity	Enrollment 1983		Enrollment 1988		Net Change	Percent of Total Growth
White	12,479	(74.8%)	15,838	(74.1%)	3,359	71.4
Hispanic	2,190	(13.1%)	3,185	(14.9%)	995	21.2
Black	1,196	(7.2%)	1,413	(6.6%)	217	4.6
Asian American	414	(2.5%)	703	(3.3%)	289	6.1
Others	395	2.4%)	239	(1.1%)	-156	-3.3
Totals	**16,674**	**(100%)**	**19,905**	**(100%)**	**4,704**	**100.0**

Source: Office of Admissions and Records, Austin Community College

During 1986-87, minority students comprised 39% of all financial aid recipients although they comprised only 26% of the total enrollment (see Table 4). The 1,586 White financial aid recipients made up 12% of all White college credit students while minority financial aid recipients constituted approximately 22% of all minority students. One in every ten White students was receiving financial aid but one in every five minority students did so (see Table 5). Not only was a minority student twice as likely as a White student to receive financial aid, but was at least one and a half times more likely to receive a Pell Grant award as a White financial aid counterpart. This trend continued throughout 1987-88. Additionally, of the total financial aid dollars awarded to White students, only 21% was awarded via Pell Grants; minority student recipients were awarded an average of 29% of their financial aid via Pell Grants.

The Office of Student Financial Aid reports an unmet need of $13,000,000 for 1986-87 based on 1,500 financial aid recipients whose total financial need could not be met. Between 1986-87 and 1987-88 the number of Pell Grant recipients, as well as the total financial aid awarded as Pell Grants, increased by 20%.

TABLE 4
Enrollment and Financial Aid Awards by Student Ethnicity
1986-87

Student Ethnicity	College Credit Enrollment		Number of Financial Aid Recipients		Total Dollars Awarded	
White	13,557	(73.9%)	1,586	(61.2%)	$ 2,329,472	(52.9%)
Hispanic	2,535	(13.8%)	535	(20.6%)	1,221,590	(27.8%)
Black	1,298	(7.1%)	343	(13.2%)	554,872	(12.6%)
Asian American	606	(3.3%)	120	(4.6%)	280,084	(6.4%)
Other	344	(1.9%)	9	(0.0%)	15,589	(0.01%)
TOTALS	**18,340**	**(100.0%)**	**2,593**	**(99.6%)**	**$ 4,401,607**	**(99.7%)**

Source: Office of Student Financial Aid, Austin Community College

TABLE 5
Percent of Pell Grant Awards
Based on Total Financial Aid and Student Ethnicity
1986-87

Student Ethnicity	Percent of Ethnic Group Enrollment Receiving Financial Aid		Percent of Financial Aid Recipients Awarded Pell Grants		Percent of Financial Aid Awarded as Pell Grants	
White	1,586/ 13,557	11.7%	678/ 1,586	42.5%	$ 505,116/ 2,329,472	21.7%
Hispanic	535/ 2,535	21.1%	320/ 535	59.8%	$ 235,282/ 1,221,590	19.3%
Black	343/ 1,298	26.4%	224/ 343	65.3%	$ 152,177/ 554,872	27.4%
Asian American	120/ 606	19.8%	99/ 120	84.5%	$ 95,180/ 280,084	40.0%
Other	9/ 344	.03%	8/ 9	88.9%	$ 7,489/ 15,589	48.0%
TOTALS	**2,593/ 18,340**	**14.1%**	**1,344/ 2,593**	**51.8%**	**$ 995,244/ 4,401,607**	**22.6%**

Source: Office of Student Financial Aid, Austin Community College

Programs of Study

Austin Community College offers a variety of university-parallel and vocational-technical courses leading to the Associate Degree or Certificate.

Accounting
Air Conditioning and Refrigeration
Air Force Science
Allied Health Sciences
Art
Automotive Technology
Banking
Biology
Building Trades
Business Administration
Business Management
Chemical Technology
Chemistry
Child Development
Commercial Art
Communications
Computer Science
Computer Information Systems
Credit Union Management
Criminal Justice
Diesel Engine Mechanics
Economics
Electronic Technology
Engineering Design Graphics
Fire Protection Technology
French
Geology
German
Government
Health & Physical Education
History
Home Entertainment Systems
Human Services
Humanities
Information and Research Management
Insurance
Journalism
Land Surveying Technology
Legal Assistant
Long-Term Health Care Administration
Marketing
Mathematics
Medical Laboratory Technology
Mid-Management
Nursing
Nursing (Vocational)
Occupational Therapy Assistant
Office Systems Technology
Paramedic Technology
Performing Arts
Photographic Technology
Physical Science
Physical Therapist Assistant
Physics/Astronomy
Power Mechanics
Pre-Dental/Pre-Medical
Pre-Engineering
Pre-Pharmacy
Pre-Veterinary
Printing
Property Tax Appraisal
Psychology
Quality Assurance
Radio-Television-Film Technology
Radiologic Technology
Real Estate
Sociology
Social Work
Spanish
Surgical Technology
Technical Communications
Upholstery
Welding

ACC complies with the Texas Education Code by offering courses in response to public and community service needs; specifically, offering classes for students who want to study a particular skill without pursuing a college degree. Community Resources and Services courses address job skills, personal growth, and basic educational subjects.

Classes are offered daytime and evening, weekdays and weekends, and at sites throughout the Austin area to accommodate the schedules of working people. Community Resources and Services has no single designated campus or facility at the College. Its classes are scheduled after the college-credit classes are scheduled. Along with classes offered at the College's campuses and sites, courses are also taught in community schools, recreation centers, churches, and hospitals. Many special programs are taught on-site for businesses, industries, and governmental agencies.

These classes are taught by professionals with educational training and experience in their fields. Many well-qualified instructors are drawn to these classes for their innovativeness and flexibility.

Non-credit courses constitute the fastest growing segment of education in America. The rapid expansion of knowledge in our society calls for the continual retraining and rehabilitation of the work force, especially for adults in the technical and professional occupations. These adult students are calling for courses (and schedules) not generally found in the traditional college programs. Along with professional and occupational training, individuals find themselves with the time and incentive to learn more about themselves, the society in which they live, and ways to pursue a more meaningful life.

Adult Education: Five areas of learning come under this category: Adult Basic Education (ABE); Competency-Based High School Diploma (CBHSD); General Education Development (GED); Citizenship Training (CIT); and English as a Second Language (ESL).

Business Development: Programs are offered to employees of area businesses, industries, and governmental agencies.

Continuing Education: Three broad headings fall under this category: Adult Vocational, Vocational Technical Certificate (Block-Time), and Community Service.

ASSUMPTIONS AFFECTING ACC'S GROWTH AND SELF-SUFFICIENCY

Stability of Demographic Trends in Enrollment

1. "The rate of population growth for the Austin MSA will surpass national and regional growth rates over the next 20 years. The mean annual growth rate for Austin will approximate 3%. By the year 2000, the MSA will exceed one million people." (Austin in the 1990's: A Practical Resource Guide for Planning, United Way/Capital Area, 1987, p. 3).

   Because ACC has maintained a steady growth since its very beginning, The Austin MSA's projected growth will translate into continued enrollment growth for the College.

2. "Austin is becoming a metropolis in the sense that it is the center of a densely-populated geographic region. The Austin metropolitan area consists of Travis, Hays and Williamson counties" (Austin in the 1990's, 1987, p. 3). Figure 5 shows the Austin MSA population projection by counties.

   This regional growth as well as the state's Master Plan for Vocational Education dictates that the College develop a regional outlook in program planning and delivery.

3. "The Hispanic population will grow significantly over the next 20 years in Hays and Travis counties, accounting for nearly 35% of the total population by the year 2000, compared to less than 20% in 1980. The percentage of Hispanics for Williamson County will remain stable, although the absolute number will grow.

   Although the absolute number of Blacks will increase in the Austin MSA, this population will decrease on a percentage basis over the next 20 years, due to the rapid growth of Hispanic and Anglo populations" (Austin

in the 1990's, 1987, p. 16). Figure 6 shows the projected Black and Hispanic populations for the Austin MSA.

These differences in ethnic population growth rates will have a profound effect on ACC for these projected trends are currently evidenced in student enrollments (see Tables 2 and 3). Student enrollments closely mirror the Austin population and are expected to continue doing so.

4. The high school dropout rate for White students is 27%; for Blacks it is 34%; and for Hispanics it is 45% (A Strategic Economic Plan for Texas, The Strategic Economic Policy Commission, 1989). ACC must develop student retention programs targeting both Blacks and Hispanics and must modify its curricula to meet the basic skills needs of these groups.

Financial Resources

1. Continued enrollment growth translates into financial stability. Presently, enrollments at the Ridgeview Campus total 3,500. When the Northridge Campus opens in June, 1989, in northwest Austin (a quadrant of the city with continued projected growth), enrollments are anticipated to number approximately 4,000 students initially.
2. ACC's tax base is also expected to remain stable. Local economic indicators point to the fact that this is the last year of a decline in property values and that these will remain constant for the next two years. Moderate growth in property values is projected thereafter.
3. That the state of Texas is on an economic mend has meant an estimated $400 million increase for higher education in the legislature's appropriation for the next biennium. Additionally, it is a measure of the State's confidence in ACC that it has included in the appropriations bill $5.3 million for construction of the new Northridge Campus (in Texas such funding is the exception rather than the rule).

4. To take advantage of its financial stability the College must develop a foundation with an active and coordinated giving program and endowment fund.

Opportunities in the Surrounding Community

1. Austin is the site for a number of technology industries: IBM, 3M, TRACOR, Texas Instruments, Lockheed, MCC, and SEMATECH. ACC must continually upgrade its vocational-technical programs to provide skilled technical employees.
2. With as many as 30,000 businesses located within the city, ACC must rely on its Business and Technology Center to offer a comprehensive range of programs, seminars and conferences aimed at assisting employers in providing employee development training programs, supporting local economic development initiatives, and promoting small business development.
3. Austin also has within its vicinity five four-year institutions of higher education. ACC has developed a concurrent enrollment policy with the University of Texas, and an articulation agreement with Southwest Texas State University. ACC leases television production facilities at Concordia College and is discussing an articulation agreement with Huston-Tillotson College. ACC must continue to develop cooperative agreements with these institutions to provide varied transfer opportunities for its students.
4. A current legislated mandate (HB 2182) taking effect during September, 1989, requires all incoming freshmen at two- and four-year public colleges and universities to demonstrate competency in mathematics, reading, and writing prior to completing 60 semester hours. ACC must modify its assessment, placement, and remediation procedures to comply with this law.

5. Secondary school systems from the College's service area and the two Job Training Partnership Act (JTPA) Service Delivery Areas of Central Texas have been mandated to commence regional planning for vocational and occupational education. Not only must they move to offering cooperative programming thereby eliminating duplication of courses, they must develop articulation agreements with community colleges in their areas. Since ACC is the only community college in the central Texas area, it must take advantage of this opportunity and initiate articulation agreements.

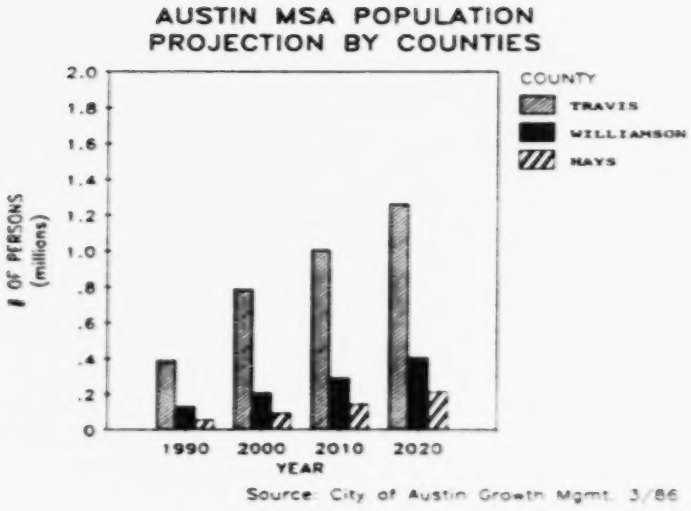
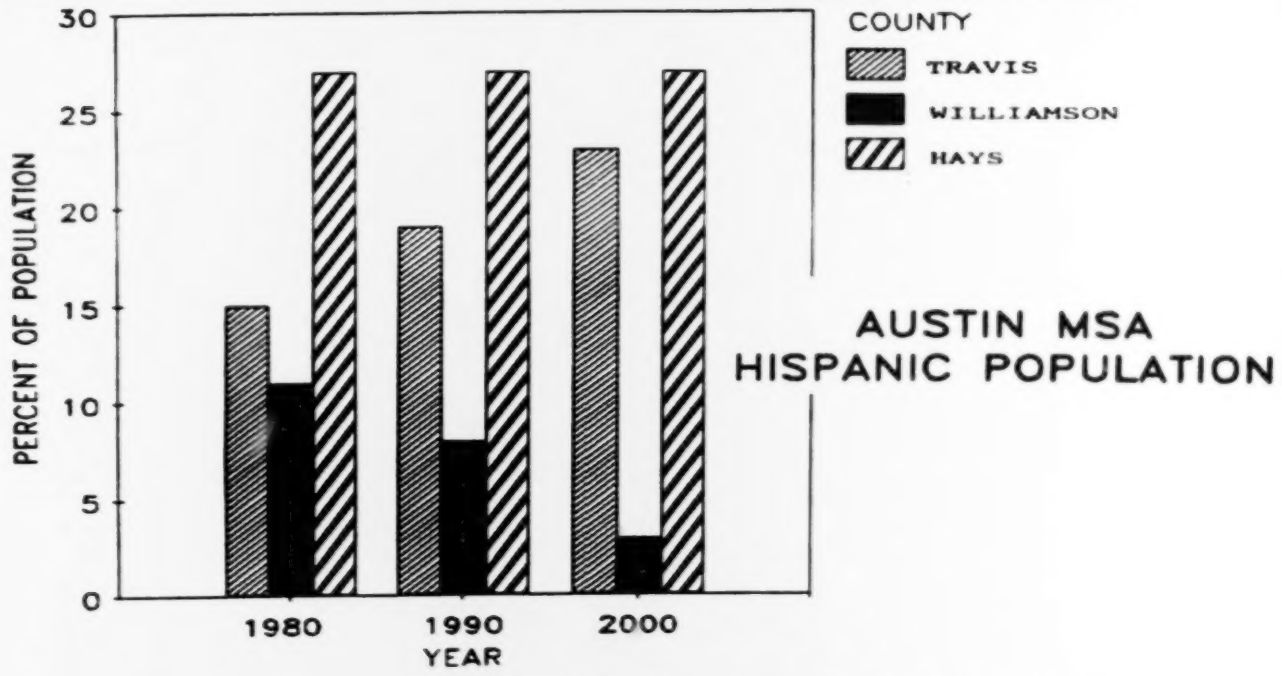
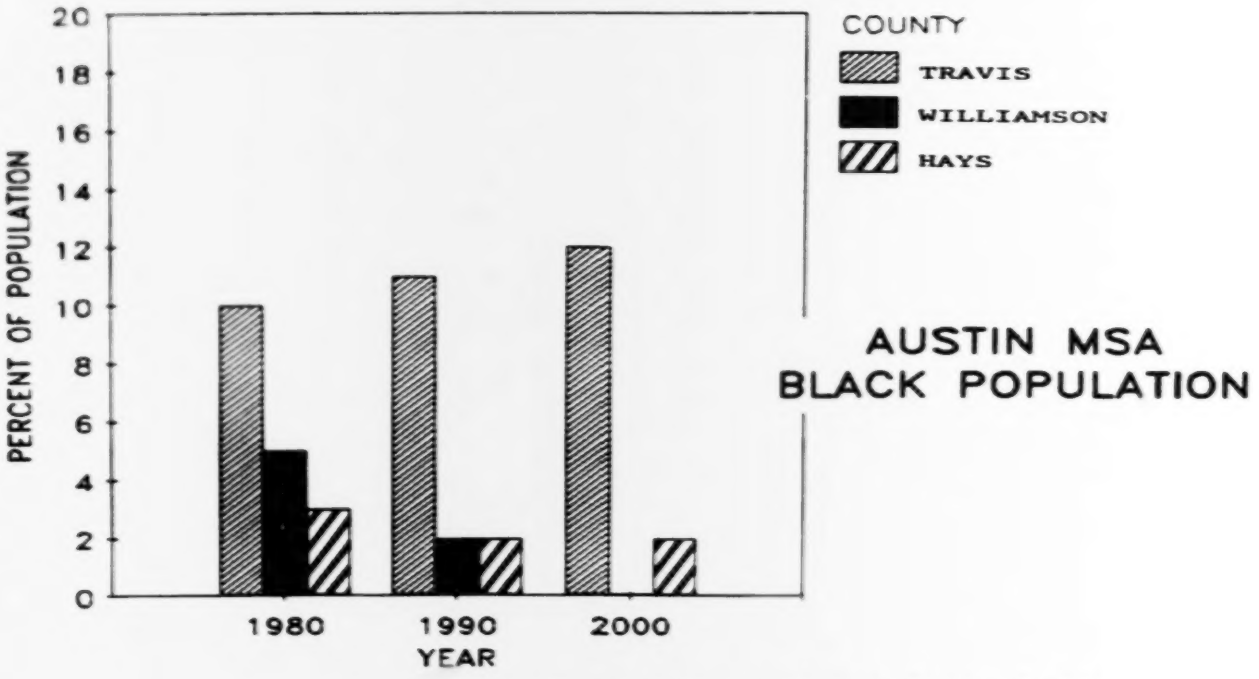


Figure 5

Austin MSA Population Projection By County



Source: Texas Health Dept.—7/86



Source: Texas Health Dept.—7/86

Figure 6

Projected Black and Hispanic Populations for the Austin MSA

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